

# HASS Achievement Standard Progression – Foundation to Year 7



Level	HASS Inquiry Skill					HASS Understanding				Content information	
	Questioning	Researching	Analysing	Reflecting and Evaluating	Communicating	History	Geography	Civics and Citizenship	Economics and Business	Key Concepts	Inquiry Questions
F	Respond to questions about their own past and places they belong to	Sequence familiar events in order.	Observe the familiar features of places and represent these features and their location on pictorial maps and models	Reflect on their learning to suggest ways they can care for a familiar place	Relate stories about their past and share and compare observations about familiar places	Identify how they, their families and friends know about their past and commemorate events that are important to them.	Describe the features of familiar places and recognise that places can be represented on maps and models.			Significance, continuity and change, place and space and perspectives.	Who am I, where do I live and who came before me?  Why are some places and events special and how do we know?
1	Respond to questions about the recent past and familiar and unfamiliar places	Collect and interpret information and data from observations and from sources provided.	Sequence personal and family events in order and represent the location of different places and their features on labelled maps	Reflect on their learning to suggest ways they can care for places	Share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	Identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same	Identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.			Significance; continuity and change; place and space; roles, rights and responsibilities; and perspectives and action.	How has family life and the place we live in changed over time?  What events, activities and places do I care about? Why?
2	Pose questions about the past and familiar and unfamiliar objects and places.	Locate information from observations and from sources provided	Compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions	Reflect on their learning to suggest ways to care for places and sites of significance	Develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.  Sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps	Describe a person, site and/or event of significance in the local community and explain why places are important to people.  Identify how and why the lives of people have changed over time while others have remained the same	Recognise that the world is divided into geographic divisions and that places can be described at different scales.  Describe how people in different places are connected to each other and identify factors that influence these connections.  They recognise that places have different meaning for different people and why the significant features of places should be preserved.			Significance, continuity and change, cause and effect, place and space, interconnections and perspectives and action.	What does my place tell me about the past and present?  How are people connected to their place and other places, past or present?  How has technology affected daily life over time and the connections between people in different places?
3	Pose questions and locate and collect information from sources, including observations, to answer these questions.	Sequence information about events and the lives of individuals in chronological order.	Examine information to identify a point of view and interpret data to identify and describe simple distributions.	Draw simple conclusions and share their views on an issue.  Reflect on their learning to suggest individual action in response to an issue or challenge	Record and represent data in different formats, including labelled maps using basic cartographic conventions.  communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	Identify individuals, events and aspects of the past that have significance in the present.  Identify and describe aspects of their community that have changed and remained the same over time.	Describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places.  Identify connections between people and the characteristics of places.	Explain the role of rules in their community and the importance of making decisions democratically.  Identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities		Significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.	How do symbols, events, individuals and places in my community make it unique?  How do people contribute to their communities, past and present?  What events do different people and groups celebrate and commemorate and what does this tell us about our communities?
4	Develop questions to investigate. Locate and collect information and data from different sources, including observations to answer these questions.	Sequence information about events and the lives of individuals in chronological order with reference to key dates.	Interpret data and information to identify and describe distributions and simple patterns and draw conclusions.  When examining information, distinguish between facts and opinions and detect points of view.	Reflect on their learning to propose action in response to an issue or challenge and identify the possible effects of their proposed action.	Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.  Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions  Share their points of view, respecting the views of others	Explain how and why life changed in the past and identify aspects of the past that have remained the same  Describe the experiences of an individual or group in the past.	Recognise the significance of events in bringing about change and the importance of the environment.  Describe and compare the diverse characteristics of different places at local to national scales.  Identify the interconnections between components of the environment and the environment	Identify structures that support their local community and recognise the importance of laws in society.  Describe factors that shape a person's identity and sense of belonging  Identify different views on how to respond to an issue or challenge.		Significance; continuity and change; cause and effect; place and space; interconnections; roles, rights, and responsibilities; and perspectives and action.	How have laws affected the lives of people, past and present?  What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?  What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

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5	<p>Develop questions for an investigation.</p> <p>Locate and collect data and information from a range of sources to answer inquiry questions</p>	<p>Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines.</p>	<p>Examine sources to determine their purpose and to identify different viewpoints.</p> <p>Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence</p>	<p>Work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action</p>	<p>Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions.</p> <p>Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>	<p>Describe the significance of people and events/developments in bringing about change.</p> <p>Identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.</p> <p>Describe the experiences of different people in the past.</p>	<p>Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.</p> <p>Identify the effects of these interconnections on the characteristics of places and environments.</p> <p>Explain the characteristics of places in different locations at local to national scales.</p>	<p>Describe different views on how to respond to an issue or challenge.</p> <p>Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system.</p>	<p>Recognise that choices need to be made when allocating resources.</p> <p>Describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.</p>	<p>Significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.</p>	<p>How have individuals and groups in the past and present contributed to the development of Australia?</p> <p>What is the relationship between environments and my roles as a consumer and citizen?</p> <p>How have people enacted their values and perceptions about their community, other people and places, past and present?</p>
6	<p>Develop appropriate questions to frame an investigation.</p>	<p>Locate and collect useful data and information from primary and secondary sources.</p> <p>Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines.</p>	<p>Examine sources to determine their origin and purpose and to identify different perspectives in the past and present</p> <p>Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</p> <p>Explain different views on how to respond to an issue or challenge.</p>	<p>Interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions.</p> <p>Reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.</p>	<p>Present ideas, findings, viewpoints, and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p> <p>Organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions.</p>	<p>Explain the significance of an event/development, an individual and/or group.</p> <p>Identify and describe continuities and changes for different groups in the past and present, describe the causes and effects of change on society.</p> <p>Compare the experiences of different people in the past.</p>	<p>Describe, compare, and explain the diverse characteristics of different places in different locations from local to global scales.</p> <p>Describe how people, places, communities, and environments are diverse and globally interconnected and identify the effects of these interconnections over time.</p>	<p>Explain the importance of people, institutions and processes to Australia's democracy and legal system.</p> <p>Describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.</p>	<p>Recognise why choices about the allocation of resources involve trade-offs.</p> <p>Explain why it is important to be informed when making consumer and financial decisions.</p> <p>Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.</p>	<p>Significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.</p>	<p>How have key figures, events and values shaped Australian society, its system of government and citizenship?</p> <p>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</p> <p>How has Australia developed as a society with global connections, and what is my role as a global citizen?</p>
7	<p>Formulate significant questions and propositions to guide investigations.</p>	<p>Locate and collect useful data, information and evidence from a range of primary and secondary sources.</p> <p>Sequence events and developments within a chronological framework, using dating conventions to represent and measure time.</p>	<p>Examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives.</p> <p>Interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions.</p> <p>Recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.</p>	<p>Reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal.</p> <p>Make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement.</p>	<p>Present ideas, findings, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.</p> <p>Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions.</p>	<p>Explain the role of groups and the significance of particular individuals in past societies.</p> <p>Suggest reasons for continuity and change over time, describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time.</p> <p>Identify past events and developments that have been interpreted in different ways</p>	<p>Describe geographical processes that influence the characteristics of places.</p> <p>Explain interconnections between people and places and people and environments, describing how these interconnections change places and environments.</p> <p>Explain the diverse nature of Australian society and identify the importance of shared values in contemporary Australian society.</p>	<p>Identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems.</p>	<p>Describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals.</p> <p>Identify why individuals choose to work and the various sources of income that exist.</p>	<p>Significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.</p>	<p>How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?</p> <p>How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?</p> <p>What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?</p>